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ABSTRACT

This monograph is intended as a resource for persons planning or administering a vocational program for limited English proficient (LEP) students. It describes the structure and operations of Project Mainstream, a bilingual vocational program serving Korean and Spanish speaking persons. Material is organized around three major topics. The first topic, "Planning," examines areas of concern in the process of establishing the project. Discussion covers needs assessment, financing, objectives, components, materials development, and scheduling of vocational training, bilingual assistance, Vocational English as a Second Language (VESL), and English as a Second Language (ESL) classes. The second section, "Student Services," gives a detailed account of the support structure provided for students and its development within the project. Student services described include recruitment, intake, registration, orientation, advising, vocational tutoring, bilingual tutoring, VESL, ESL, field trips, placement, and followup. The third topic, "Program Management," considers the responsibilities of the project staff and the relationship of the project to departments within the college in which it is housed as well as to the wider community. Staffing, staff development, recordkeeping, and budget management are addressed. Appendixes include project materials, lists of bilingual and VESL materials developed, and flow charts. (YLB)

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Vocational Programming
for the LEP. Part 2:
The Project Mainstream
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FOREWORD

Vocational Programming for the LEP. Part 2: The Project Mainstream Experience has been designed to offer developers of bilingual vocational programs a first hand account of the day to day functioning of one such program. The monograph examines the needs of the limited English speakers served by Project Mainstream, the role of the various staff members, the contributions of the community college within which the Project functions, the Project's program of services, the problems encountered along the way, and the efforts made to resolve them. The material is organized around three major topics: planning, student services, and program management.

Acknowledgements are offered to the Truman College administration and faculty, and Project Mainstream staff, who have demonstrated extraordinary devotion to the service of limited English proficiency persons. Gratitude is also extended to the staff of the Bilingual Vocational Education Project, Northwest Educational Cooperative.

Donald G. Gill

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16. General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.):

The monograph is intended as a resource for persons planning or administering a vocational program for LEP students. It describes the structure and operations of Project Mainstream, a bilingual vocational program serving Korean and Spanish-Speaking persons.

The material is organized around three major topics. The first topic, "Planning," examines areas of concern in the process of establishing the Project, from needs assessment to scheduling. The second, "Student Services," gives a detailed account of the support structure provided for the students, and its development within the Project. The third topic, "Program Management," considers the responsibilities of the project staff, and the relationship of the Project to departments within the college in which it is housed as well as to the wider community.

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OVERVIEW

For persons with limited English proficiency, employment opportunities are severely restricted. At the same time, vocational training to alter this pattern is largely unavailable. Most vocational training is offered at the high school level and in English. Limited English proficiency (LEP) persons often either do not complete high school or emigrate to the United States as adults. Those who do enroll in educational institutions are generally placed in English classes which are rarely part of a program that includes a vocational component.

The two year community college which already offers vocational training is a logical setting for a program to assist limited English speakers. One community college which has addressed itself to the training needs of LEP persons is Truman College, one of the City Colleges of Chicago.

To make vocational education accessible to limited English speakers, Truman College designed Project Mainstream, which provides an extensive support system for Korean and Spanish-speaking persons enrolled, alongside students from the general population, in selected vocational education programs. Truman College, located in Chicago's Uptown, an area remarkably diverse in its population, draws its students from the Asian, Black, Caucasian, Hispanic, and Native American communities. The significant number of Korean and Spanish speakers in Uptown and its environs made these two linguistic groups appropriate target populations for the project.

Project Mainstream commenced its program of services at the beginning of the 1978 summer semester and to date has enrolled about 500 students. It is hoped that this monograph will provide some useful information for administrators of bilingual vocational programs and will encourage continued service of limited English speaking persons.

DEFINITION OF TERMS

BILINGUAL ASSISTANCE - tutoring offered in English and in the student's native language either individually or in small groups to facilitate acquisition of the skills taught in the vocational class, which is conducted in English. (Bilingual assistance in Project Mainstream is offered outside of rather than during class.)

LEP (Limited English Proficiency) persons - those whose inability to speak and comprehend English severely restricts the benefits they could derive from instruction carried on in English only.

P.L.A.T.O. (Programmed Logic for Automated Teaching Operations) - a computer network offering programmed instruction at schools throughout the United States in over 90 subject areas.

PROJECT MAINSTREAM - a pilot project testing whether bilingual assistance and VESL/ESL facilitate learning by students of limited English speaking ability enrolled in vocational courses with students from the general population. (In 1980, the name of the project was changed to The Truman Bilingual Vocational Center.)

VESL (Vocational English as a Second Language) - English which teaches occupational lexicon, job-finding skills, and on-the-job communication related to a particular vocational area.

PLANNING

NEEDS ASSESSMENT

A. Target population: Based on local demographic data, Korean and Spanish-speaking persons were identified as two major LEP populations in need of assistance in the Truman College vicinity.

B. Vocational training: Truman's vocational offerings were explored for training areas that did not require extensive English proficiency. Keypunch and drafting were selected. Communication skills needed for job success were to be accommodated through VESL (vocational ESL) classes.

Commentary:

Time limitations precluded an extensive assessment of the community's vocational concerns, a market analysis which examines present and future employment needs, and an exploration of the nature and degree of vocational areas selected. Additional lead time before the recruitment of students could have facilitated staff accommodation of some of these concerns.

FINANCING

A. Primary source - Illinois State Board of Education, funded the Project Staff and contributed to the cost of office maintenance from the Project's initial funding period, the 1978 summer term, to the present.

B. Additional resources explored:

1. Part J, Vocational Training Act, United States Department of Education, sought in 1978 as an alternative to fund entire project should DAVTE be unable to continue its support. Part J proposal was not accepted, but DAVTE funding continued.

2. Section 310 of the Adult Education Act, Illinois State Board of Education, for curriculum development to fund the expansion and refinement of VESL materials development in the Project by part-time VESL staff. The proposal was funded for the 1980 summer and fall terms.

3. Section 181-189A of the Vocational Education Act of 1963, Office of Bilingual Education and Minority Language Affairs, sought in 1982 as an alternative to DAVTE funding no longer available following the 1981-2 fiscal year. Proposal not funded.

4. Foundations and DAVTE curriculum funding: Monies sought to fund, at a minimum, the data entry component of the Project. Proposal not funded.

C. Institutionalization of the Project:

1. Director's position as hard-line item in the Truman budget was established of fall, 1981.

2. Truman's services were employed to supplement the Project, including counseling and placement services, and use of CETA and work-study staff.

PROJECT OBJECTIVES

The following list comprises a statement of the current objectives of Project Mainstream:

Objective 1: To recruit and enroll 80 limited English-speaking students — 40 of whom have Korean and 40 of whom have Spanish as their primary language — in accounting, data entry (supplemented keypunch program), or drafting. Also, to re-enroll at least 35 continuing students from previous terms in the second semester courses in their respective fields.

Objective 2: To provide bilingual academic assistance, in small groups and on an individual basis, to supplement the classroom instruction received in the vocational courses.

Objective 3: To provide intensive bilingual/bicultural vocational and educational advisement on a regular basis to Project Mainstream students.

Objective 4: To achieve 70% successful completion of vocational training by new and continuing students in Project Mainstream.

Objective 5: To facilitate Project Mainstream students' successful completion of their vocational classes by registering them in appropriate VESL and ESL courses. Supplementary instruction will be offered through PLATO, (computer learning lab), the Writing Skills Lab, and Tutorial Services.

Objective 6: To achieve employment, promotion, or re-enrollment at Truman College for the subsequent term, of 65% of Project Mainstream students. Follow-ups on students who have completed one or two semesters in the Project will be carried on.

Objective 7: To continue to develop bilingual instructional aids in both printed and audiovisual form appropriate to the Spanish-speaking and Korean-speaking for each vocational area.

Objective 8: To develop and conduct in-service professional development activities to sensitize personnel to the needs of limited English-speaking students and to orient them to Project Mainstream.

Commentary:

A. Greater lead time would have enabled the staff to place more of its own, the college's and the community's resources at the disposal of the students at the outset of the Project. As it was, the Project director was hired 1 1/2 months before classes were to begin. Under considerable time constraints, remaining staff were identified and hired, students assessed and registered, and a core group of VESL materials developed.

B. The objectives underwent considerable change since the Project's inception to accommodate students' needs and the demands of the job market, and to avail the students of any new resources in the college. These changes will be addressed in the section on student services (pp. 20-24).

PROJECT COMPONENTS

A. Project structure:

1. Vocational training: Of 35 slots in each college credit vocational course, 10 are reserved for Korean-speaking and 10 for Spanish-speaking Project students; 15 slots are reserved for traditional students.

2. Bilingual assistance: To supplement training in the vocational course, bilingual tutoring, advising, and materials are provided by linguistically and vocationally appropriate staff assistants.

3. English support system: To develop adequate English skills for success in the vocational course and on the job, VESL instruction and materials, and ESL instruction are provided through Truman's Adult Education and English departments.

(See Appendix A, Academic Components, for a detailed description of the Project's course offerings.)

B. Mainstream philosophy - Two major benefits were expected from enrolling LEP students in college credit classes with traditional students whose native language is English:

1. LEP students would learn from the classroom exchange with native speakers, and

2. LEP students' adjustment to a regular college program would be expedited.

Commentary:

The Mainstream philosophy largely achieves its goals. Project students perform well in their vocational classes (See Appendix B, Grade Comparison.) Many Project students re-enroll at Truman in the subsequent semester or find employment. (See Appendix C, Comparison of Goals and Results.)

However, in practice, there are some limitations to the mainstreaming concept. Because of the ethnic diversity of Truman's student population, some non-Project students are also limited English speakers. Because of the lab nature of the keypunch course, little class discussion takes place. A greater degree of classroom exchange takes place in accounting and drafting classes.

MATERIALS DEVELOPMENT

A. Bilingual materials:

1. Bilingual materials were needed to reinforce comprehension of what is taught in the vocational classes, to provide students with opportunities for independent study and review, and to preview new material. Korean/English bilingual materials were developed because of an absence of such materials in the Project's vocational

areas. Spanish/English bilingual materials were developed because of the problem of finding materials appropriate to the literacy levels Project students had achieved in their native language.

The bilingual materials were developed by the Project's bilingual staff assistants for use within Project Mainstream and by other projects and schools serving LEP Korean and Hispanic populations.

2. The bilingual materials developed include:

a) Booklets simplifying textual material and incorporating illustrated glossaries of key terms

b) Transparencies, slide/tape presentations

c) Teacher's guides (in English)

(See Appendix D, Bilingual Materials.)

3. The procedures employed to develop bilingual materials follow.

a) Workshops conducted by the Bilingual Vocational Education Project in Arlington Heights, Illinois, were scheduled to facilitate establishment of guidelines for materials development. Sessions for materials review were also held.

b) A description of materials to be developed by given dates was submitted to the Project director by each staff assistant.

c) The Project director scheduled meetings with bilingual staff assistants to discuss progress in materials development.

d) Publishers of the English texts employed in the production of the bilingual materials were contacted. In Project Mainstream's experience, either an acknowledgement of a particular English text on pages in the bilingual materials where the text

was used or an acknowledgement at the beginning of the bilingual booklet was acceptable to the publishers in most cases.

e) Copies were reproduced and distributed to Project students.

f) Field testing and evaluation: The bilingual materials were field tested by other projects about a year after they were developed and had been in use by Project Mainstream students.

Commentary:

It was very difficult for the staff to find time for materials development in addition to fulfilling their other responsibilities. Ideally, the staff should have had time for materials development before the students arrived, tested the materials with the students, and used summers to make any revisions needed.

Publishers should have been contacted with the initial plan for materials development to avoid problems with copyright laws as understood by a particular publisher.

Materials should be evaluated while in the process of development. It was difficult to revise materials once there was a sense of completing one set of materials and going on to the next, especially since materials development was one of many responsibilities of the bilingual staff.

B. VESL materials:

1. VESL materials were needed to review in English the technical concepts learned in the vocational class and to learn job-finding skills. VESL materials were much in need because of a lack of materials for VESL instructors, employed part-time and unfamiliar with the technical area, and for students who would otherwise lack printed reinforcement of class instruction.

2. The VESL materials, developed by the Project's VESL staff, include:

a) Student booklets simplifying key vocational terms and concepts in English

b) Teacher's guides

(See Appendix E, VESL Materials)

3. The procedures employed to develop VESL materials follow:

a) A small amount of funds was set aside for development of basic materials for keypunch and drafting during a two-week period before the Project's initial semester.

b) While teaching courses and as new vocational areas were added, VESL instructors developed additional materials.

c) During the 1979 summer term, a VESL instructor was engaged to organize the new materials.

d) Following the recommendation of a DAVTE evaluation team, the Project submitted a proposal for expansion and refinement of the VESL materials, under Section 310 of the Adult Education Act. A grant was awarded for the 1980 summer and fall terms.

e) Professionals in materials development were designated to critique the VESL materials.

Commentary:

Evaluation should have been an on-going part of materials development. The benefits of the evaluation were negligible because little time remained subsequent to the evaluations to make significant changes in the materials.

SCHEDULING OF VOCATIONAL TRAINING, BILINGUAL ASSISTANCE, VESL AND ESL CLASSES

A. Characteristics of schedule:

Compact structure was designed, avoiding unscheduled time between classes as much as possible. Care was taken to avoid overscheduling.

A half-day program was suitable for older students, who were frequently employed and/or managing families.

B. Scheduling arrangements:

1. Vocational training

a) Project Mainstream must arrange its support services around the college-scheduled vocational courses. Introductory vocational courses offered during the day are typically scheduled early in the morning because of demands placed on classroom and lab space by upper level courses. An early schedule has been problemmatic especially for keypunch students who drop children off before coming to class, and for students who work a third shift.

b) Initially, drafting was offered during the day but was shifted to the evening because of interest in drafting expressed by persons holding daytime jobs.

2. Bilingual assistance

a) It is difficult to schedule bilingual assistance in the keypunch lab because of demands made on the equipment by computer programming and non-Project keypunch students, leading

to a variety of alternatives, which will be discussed in the section on student services (pp. 27-28).

b) Only because staff agree to work a split shift is it possible to offer bilingual assistance for day and evening classes. Thus accounting is offered during the day and drafting in the evening. Although demand for an evening keypunch class developed, the daytime demand for keypunch has at least doubled that of drafting and accounting. Therefore bilingual assistance is offered for two daytime sections of keypunch.

3. VESL

a) It is difficult to arrange a VESL schedule around the vocational courses and the labs, simultaneously avoiding large gaps of non-teaching time for instructors who usually piece together several part-time positions in different locations. At the same time, for better coordination, it is desirable to hire as few VESL instructors as necessary and provide them with the greatest possible teaching time within the limits of the part-time contracts they receive.

b) The Project's enrollment goals are at times difficult to correlate with the enrollment requirements of the Adult Education Department through which the VESL courses are offered. The Department, to fullfill its goals, prefers to enroll more students in a particular class than it is the goal of Project Mainstream to recruit. However, because of the experimental nature of Project Mainstream, an enrollment somewhat below what Adult Education prefers has been acceptable.

4. ESL

a) To avoid over-scheduling the keypunch students, whose lab schedule is heavier than that of accounting and drafting students, VESL has been subsumed into ESL and is taught by two former VESL teachers hired as Truman faculty.

b) To resolve ESL enrollment problems in the accounting program (preferred enrollment in ESL courses is 25), enrollment in the Project ESL block is not limited to Project students.

c) To accommodate the time constraints of the drafting students, who with rare exception are employed full-time, one three hour speech course rather than the full nine hour ESL block was scheduled. Students also received VESL. Although the drafting students received less second language instruction than students in other training areas, their job responsibilities made it imposible to schedule the full ESL block.

(See Appendix F, Student Schedules.)

Commentary:

A. After the vocational and ESL courses are scheduled, it has been helpful to have the staff assistants rather than the director work out the bilingual lab schedules and to carry on any necessary meetings with department chairpersons to arrange coordination of Project and non-Project students' use of lab facilities.

B. VESL staff are offered various scheduling possibilities in an effort to arrange a convenient schedule for them.

C. If full time VESL staff were hired, it would add regular VESL tutoring to the existing services the Project offers, would provide staff time for development of VESL materials in new vocational areas, and would resolve scheduling problems.

STUDENT SERVICES

RECRUITMENT

A. Materials: bilingual brochures (See Appendix G.) and posters.

B. Procedures:

1. On-going recruitment

a. Each semester a waiting list of candidates is compiled, comprised of names of persons:

1) who want to enroll but need to satisfy prerequisites, such as typing (for keypunch) or need additional course-work in English, and

2) who inquire about the Project after all slots are filled for a given term, or after the semester has started.

b. Students on the waiting list are contacted for the following semester.

c. As the Project has become more established, word of mouth has become an excellent recruitment tool. Current students are given brochures to distribute to their friends.

2. Mid-semester phase for subsequent term

a. Bilingual staff assistants make appointments to meet with personnel at community centers and with teachers and students in ESL programs. Sometimes the Project slide/tape presentation is shown.

b. Staff assistants bring posters and brochures to community centers, grocery stores, restaurants, laundromats, and other places where target populations congregate.

c. Posters are displayed on Truman's bulletin boards. Brochures are left in the Counseling Center and Admissions Office.

3. Phase immediately preceding new semester

a. Ads are written in Korean and Spanish for community newspapers. Placing two to three paid ads in the most widely read newspaper in the Korean community, The Korea Times, has become the most effective tool for recruiting Korean students. Because newspaper ads are costly, it is too expensive to advertise in each of the numerous newspapers in the Spanish-speaking community.

b. The bilingual staff assistants contact radio and TV personnel to request advertising time. Because some Spanish language radio stations offer free air space for brief ads, this resource has been widely employed by the Project. In fact, radio advertising has become the most effective way to recruit Spanish-speaking students. Radio ads on a Korean program met with limited success and have not become part of the regular recruitment effort. Though the staff assistants have arranged for some cost-free TV spots, sometimes a fee is required for TV advertising, which made it a limited resource.

c. Church ministers are contacted to announce the Project during services. Brochures are available for potential applicants; posters are displayed.

d. A press release is sent to the publicity department of the City Colleges of Chicago for dispersal to their publicity resources.

e. For the open registration period immediately preceding a new semester, the Project reserves a table in the school lobby, but recruitment from among traditional Truman applicants is a limited resource as their English level is generally too advanced.

INTAKE (See Appendix H for a profile of Project Mainstream students.)

A. Initial inquiry: critical role of Project secretary

1. Korean students usually inquire about the Project by phone; Latino students often come to the Project's central office.

2. The secretary either transfers the call to the bilingual staff assistant or makes an appointment for the candidate with the linguistically and vocationally appropriate staff assistant. Often, the secretary provides the initial explanation of Project services.

3. The Project secretary retains a copy of each staff assistant's schedule to facilitate making appointments and apprises staff daily of additional appointments made.

B. Assessment process - carried on by the linguistically and vocationally appropriate staff assistant:

1. The staff assistant reviews Project services with candidate.

2. The candidate completes the Korean or Spanish version of a career interest packet developed by the Project. The packet, which asks a series of questions on the candidate's vocational and avocational interests and experiences, facilitates assessing the vocational area in which the candidate is more likely to experience job satisfaction and success.

3. The student is given a Korean or Spanish version of a one-page handout listing each vocational area's training requirements,

anticipated job responsibilities, and employment and salary prospects. The handout is discussed with the candidate. The Project CETA staff, researching the areas of data entry, accounting and drafting, developed the handout to help candidates make an informed decision about enrolling in a particular vocational training area.

4. Financial aid options available to needy students carrying a minimum of six credits are explained: The BEOG (Basic Education Opportunity Grant), the SEOG (Supplementary Education Opportunity Grant), and monies from the ISSC (Illinois State Scholarship Commission).

5. The student next completes an "Application for Admission" form developed by the Project in simplified English.

6. Finally, students are given placement tests, as follows:

a) The Perlman oral proficiency and Truman written ESL placement tests.

b) A typing test for keypunch candidates, who must type 25 wpm to register in keypunch.

Commentary:

A. Testing:

1. Initially, only English skills were tested. The written segment of the Ilyin test, recommended by a VESL instructor, was utilized to measure students' grasp of written English grammar. The Perlman test, used to determine oral proficiency, was selected for its simplicity of form, facilitating administration by staff assistants who neither had experience with ESL testing nor were native speakers of English. The Truman written ESL test replaced

the Ilyin when the staff decided to enroll students in Truman's ESL courses, though the Perlman oral proficiency test was retained. In the third semester of the Project, the staff added a pre-vocational typing test to assure Project students were prepared for enrollment in keypunch, even though Truman College does not require such a test.

2. Oral proficiency testing is essential, as many students perform well on a written ESL test but have limited oral skills. Oral testing would be facilitated by a full-time VESL coordinator. Attempts to use VESL instructors or Truman's ESL faculty to administer oral proficiency tests have met with limited success. VESL instructors work part-time and are therefore only available on a limited basis. Truman's ESL staff test immediately prior to the new semester. But since Project Mainstream carries on testing for several weeks preceding registration, the bilingual staff must continue to administer the oral proficiency test. At a workshop, the bilingual staff assistants were provided with guidelines for administering the Perlman test.

3. Higher levels of English proficiency are required for the more difficult training areas, accounting and drafting, than for keypunch. (See Appendix A for specific levels of achievement required.)

B. Financial Aid:

1. Because of apprehension about divulging information for financial aid forms, students need re-assurance about confidentiality.

2. The complexity of the forms necessitates extensive bilingual assistance to complete them.

3. The Spanish version of the application form employs written Spanish which is at a more advanced level than many Hispanic students have mastered and is therefore of limited use.

4. At the Project's inception, financial aid was unavailable to Project students, then carrying three hours rather than the six hour minimum for eligibility. As college-credit ESL courses were added, students now carrying six hours (three vocational credits, three ESL credits) became eligible for partial scholarships; students carrying twelve hours, (three vocational, nine ESL) for full scholarships.

C. Time Frame for Assessment:

1. Two to three meetings with each candidate are necessary to complete the assessment process.

2. As much as possible, candidates are scheduled for small group testing sessions. Upon notification of acceptable test results, students are scheduled for group registration.

REGISTRATION OR REFERRAL

A. Registration:

1. Initially, staff assistants registered all Project students. However, to involve other departments within the college and free bilingual assistants for other duties, a bilingual Korean and a bilingual Spanish-speaking counselor aide employed at Truman were enlisted after the Project's first semester. The Project Director meets with the counselor aides before each registration session to review the Project Mainstream schedule.

2. Bilingual assistance is essential to complete complex registration forms and to carry on transactions with English-speaking personnel involved in the registration process.

B. Referral:

1. If a candidate is not a limited English speaker, he or she is referred to the regular college program.

2. If a candidate lacks required English proficiency, he or she is referred to Truman's non-credit English courses.

3. If the candidate lacks vocational pre-requisites, he or she is recommended to register in a pre-vocational course, e.g., Typing for Limited English Speakers, should the candidate be unable to meet the required 25 wpm for keypunch registration.

4. If the candidate is more interested in other training programs, developing English but not vocational skills, or finding employment directly, the person is referred to other City College vocational programs, CETA training programs, ESL courses, or community employment agencies.

ORIENTATION PROGRAM

A. Rationale:

1. To facilitate the informal meeting of agency administrators, faculty and staff involved in the Project, and new and former Project students;

2. To serve as a structure for introducing students to the content of vocational and English classes; and

3. To provide general information about facilitates, e.g., services available to all Truman students.

B. Scheduling - Generally arranged for the Saturday before classes begin, to accommodate both day and evening students.

C. Agenda:

1. Welcome by Truman administrator and Project director;

2. Slide/tape presentation on the history and structure of Project Mainstream;

3. Seating of students in small groups according to language and vocational area. Faculty and staff involved in the Project rotate among the groups, describe their services and additional services available at Truman, and encourage informal exchange with students;

4. Discussions with former Project students, either re-enrolled at Truman or employed;

5. Entertainment presented by students, e.g., choral singing, ethnic dancing, piano and guitar playing; and

6. Refreshments and tour of facilities.

ADVISING

A. The bilingual staff assistants offer three types of advising:

1. Academic - To familiarize students with components of the new system in which they are participating; to acquaint students with terms such as "credits," "certificates," and "degree"; and to introduce students to various Truman services they can use;

2. Vocational - To help students plan a course of studies enabling them to fulfill their career goals; to review career goals regularly; and

3. Personal - To accommodate personal needs that must be met, such as day care, to help students experience optimum success in the Project. Staff have provided services ranging from helping students open a checking account to finding an apartment and arranging to install a telephone.

B. Staff assistants schedule at least four advising sessions with each student per semester, as follows:

1. An intake advising session;

2. A session early in the semester to complete the student's Individual Career Education Plan (ICEP), a short and long-range program individually tailored to each student's needs and interests;

3. A session at mid-term to discuss mid-term evaluations submitted by each instructor and to review the ICEP in light of the student's present achievements and plans for the following semester; and

4. A session preceding the end of the term, to finalize plans for the subsequent semester, again reviewing and adjusting the student's ICEP.

Additional sessions are scheduled as needed during the semester.

C. A record of each meeting is kept in the individual student's folder, housed in the respective staff assistant's office.

VOCATIONAL TRAINING

A. Features of vocational training programs:

1. Short-term - one or two semesters depending on employability requirements; and

2. Practical orientation - training which employs machines, graphics, or tools, and does not require extensive reading, writing, or speaking during training or on-the-job.

B. Training areas selected (including non-credit courses initiated to supplement vocational training courses):

1. Summer, 1978

a. College credit keypunch (Data Processing 105)

. One semester adequate for employment, with compensation above minimum wage.

. Enrollment in subsequent data processing courses encouraged to provide alternative skills in a declining keypunch market.

b. College credit drafting (Engineering 110)

. Jobs after one semester difficult to procure and pay minimum wage.

. Second engineering course encouraged, enhancing possibility of better paying job.

2. Spring, 1979

Creation of non-credit Adult Education Typing for Limited English Speakers

. Prepares Project candidates to meet 25 wpm requirement for keypunch registration

. Teaches necessary preparatory skills for keypunch (accuracy and speed) in a half semester

. Taught by an ESL/typing teacher, therefore not requiring additional staff time for bilingual assistance

3. Fall, 1979

a. Addition of college credit introductory accounting course (Accounting 100)

. In response to Project student interest in business and staff concern for wider training options

. Bilingual assistance provided by drafting staff assistants, both of whom had some accounting background

. Provided minimally marketable skills; enrollment in subsequent courses encouraged

b. Addition of college credit typing (Business 117)

. In response to Project student interest in secretarial training and staff concern for wider training options

. Bilingual assistance provided by keypunch staff

. Enrollment in additional English courses encouraged: though students could develop adequate typing skill in one semester, their level of English proficiency was usually insufficient for employment

c. Supplementation of training programs with non-credit Adult Education courses

1. Data Processing for Limited English Speakers

--Introduces key terms and concepts students must know in beginning data processing and therefore facilitates a successful experience among students who will enroll in college-level Data Processing 101 following keypunch

--Prepares students for new equipment they may meet in the job market

--Required of all Project keypunch students

2. Business Machines for limited English speakers

—Operation of ten-key adding machine and electronic calculator taught to augment the marketability of accounting students' skills

—Required of all accounting students

3. Blueprint Reading for Limited English Speakers

—Added to supplement skills of drafting students, with the expectation that a promotion or salary increase among persons on assembly line jobs could result

—Required of all drafting students

4. PLATO lessons (Programmed Learning for Automated Teaching Operations) on Truman's terminals

—Consultant hired by the Project to write lessons simulating data entry software to be keyed into PLATO for the 1980 fall semester, as on-line equipment not available until 1982

—Typing lessons on PLATO required of keypunch students to increase keypunch speed

4. Fall, 1980

Discontinuation of college typing (Business 117) and substitution of beginning data processing (Data Processing 101). Since Business 117 students usually enrolled in keypunch rather than continue in a secretarial program, the staff concluded it would be a wiser use of their time and of more value to students to offer bilingual assistance to students continuing in data processing. Keypunch candidates who wanted to learn typing could enroll in Typing for Limited English Speakers.

Tutoring for second semester drafting (Engineering 131) and accounting (Accounting 101) became available on an individual basis.

5. Fall, 1982

Installation of CRT equipment at Truman College. Subsequently, a Spanish speaking staff assistant began to create the software for a bilingual Spanish/English computer program for project students. The program:

a. will transfer lessons from the keypunch text to the computer;

b. will enable students in the expanded keypunch program, called data entry, to enter data directly into the computer rather than on cards;

c. will prepare students for employment as data entry operators; and

d. may be utilized by non-Project students as well.

Commentary:

A. Keypunch has been the Project's most popular training area because of the limited English required for mastery of keypunch;

B. Identification of drafting and accounting candidates has been difficult as students have become aware of the need for considerable English proficiency and advanced technical coursework to secure employment.

C. Though the Project supported an electronics program under consideration at Truman and sought participation in an auto mechanics and electronics program at the Dawson Skills Center near Truman, financing

problems have prevented actualization of bilingual support for these training programs, in which strong student interest has been demonstrated.

BILINGUAL TUTORING

A. Structure:

1. For each vocational class meeting, at least one group bilingual tutoring session, directed by the linguistically and vocationally appropriate staff assistant, is scheduled.

2. Individual tutoring is arranged as needed.

B. Content:

1. Class material, as outlined on the syllabus provided by the vocational instructor, are reviewed or previewed; and assignment and readings in the vocational text are discussed.

2. Procedures for completing assignments are discussed.

3. Tests are given on material presented in the vocational class and on reading assigned in the text; and test-taking procedures are explained.

4. Practice is provided that fosters development of the vocational skills, such as frequent timings for keypunch.

5. Students are prepared for work by presenting relevant differences between U.S. culture and the students' own values, but also, where needed, assisting in the adaptation to U.S. culture.

6. Job survival skills presented in VESL classes are reviewed to assure student's grasp of what was presented; and mock job interviews are held with staff assistants.

7. Because the Project is a transitional rather than first language maintenance program, English is used with increasing frequency.

C. Materials:

1. Reprints from bilingual booklets developed by Project staff are distributed to students.

2. Bilingual transparencies and slide/tape presentations are used to supplement bilingual printed materials.

3. Small library of vocational texts in simplified English and in student's native language are housed in the Project's central office.

4. Audio-visual materials have been identified in the Chicago City College and public libraries for classroom use.

VOCATIONAL ENGLISH AS A SECOND LANGUAGE (VESL)

A. Structure:

1. For each vocational course, a non-credit Adult Education VESL class taught by an ESL instructor is scheduled (except for the expanded keypunch program, whose VESL is taught within the ESL classes).

2. Since VESL instructors are employed part-time, only limited individual tutoring is available. Sometimes bilingual staff assistants provide VESL tutoring.

B. Content:

1. Technical English is taught which prepares students to understand, respond to, and produce the following in appropriate contexts:

a) The names of essential equipment and their parts and functions;

b) Brief descriptions of essential work processes;

c) Technical directions; and

d) Technical paperwork.

2. Language skills are taught which are associated with basic contact that students could have with supervisors, fellow employees, clients, including:

a) Explaining needs; and

b) Asking for and understanding instructions;

3. Job-finding skills and related language are taught, including:

a) Interpreting a want-ad;

b) Filling out a job application and writing a resume;

c) Utilizing job resources such as employment agencies;

d) Making an appointment for an interview;

e) Answering questions and conducting oneself properly at an interview; and

f) Handling rejection when not offered a job.

4. Specific language skills are taught which are needed in the areas of structure and pronunciation in the particular training area.

C. Materials:

1. Reprints from booklets developed by Project staff are distributed to students.

2. Materials for developing job-finding skills are available in the Project's central office.

3. Audio-visual materials are procured through Chicago City College and public libraries.

ENGLISH AS A SECOND LANGUAGE (ESL)

A. Structure:

1. As of the 1978 fall semester, a three-credit ESL speech course was added to the Project's English component:

a) To provide additional training in non-technical English, a need identified by VESL instructors and bilingual staff during the Project's first semester; and

b) To constitute, in conjunction with the three credits earned in the vocational class, the minimum of six-credit hours required for financial aid eligibility.

2. As of the 1980 fall term, a nine-credit ESL reading, writing, and speaking block was added:

a) To develop more comprehensive English skills; and

b) To enable students to become eligible for a full financial aid package.

B. Content and Materials - Except for the keypunch block, which incorporates keypunch VESL, the Project ESL courses are Truman's standard ESL offerings.

FIELD TRIPS

A. Nature - Visits to work-sites related to the student's area of training, such as trips for drafting students to engineering firms.

B. Purpose - To acqyaint students with a real work situation in their training area.

C. Scheduling:

1. Contacts made through advisory council members, or staff acquaintances.

2. One trip scheduled per term per vocational area.

Commentary:

A. Through field trips, keypunch students became acquainted with CRT's before they were installed at Truman.

B. On several ocassions, students filled out job applications before leaving the site of a field trip.

PLACEMENT

A. Development of the Project's placement component:

1. In the inital proposal (summer, 1978), re-enrollment at Truman, not employment, was the stated goal. But students wanted jobs, and thus, employment became a goal.

2. Staff assistant's efforts to locate jobs were limited by other responsibilities of their role, though they placed quite a few students, especially in keypunch.

3. From the 1979 to the 1980 fall semester, one Spanish-speaking and one Korean-speaking CETA employee served as vocational counselors, significantly increasing the number of job placements, especially in keypunch.

4. In the 1980 fall term, a half-time job development position was funded. An agreement was made to fund half the salary of a job developer employed by Truman's Institute for Native American Development.

B. Procedures followed by the part-time job developer:

1. Early in the semester, a general meeting was scheduled with students during group bilingual assistance sessions.

2. Before mid-term, a meeting was scheduled with each Project student to assess employment goals.

3. Near termination of a semester, job-search meetings are scheduled with students seeking employment at semester's end.

4. Job developer arranges for job interviews, prepares letters of introduction for students to submit to prospective employers, and reviews interviewing techniques with students.

5. Job developer conducts follow-up on outcome of interview.

C. Employment resources used by the Project:

1. Want-ads are most frequent source of jobs in Project Mainstream experience.

2. Advisory council contacts have produced placements.

a) Several drafting students were placed in an on-the-job training program initiated by a firm represented on the council.

b) About a dozen keypunch students have been hired over several semesters by another firm represented on the council.

3. Former students who found jobs were periodically contacted by

staff assistants to learn about additional openings.

4. Agencies in the community were of limited value because of the limited availability of jobs in the Project's training areas. Some interviews were scheduled. A few students were hired.

5. Campus employment services were of limited value because of the limited availability of jobs in the Project's training areas. Some interviews were scheduled. No students were hired.

Commentary:

A. Student demand for employment underscored the need for a job developer early on. Such a position is an essential component in a vocational training project. Very few Project students desired an AA degree at Truman. Most wanted short-term training followed by employment and became discouraged if they couldn't find work after one semester of training.

B. The students' strong desire for employment pointed out the need for:

1. Realistic planning with students to match aspirations and training with expectations in the job market;

2. Cooperative linkages with other agencies, business, and industries; and

3. The job developer's apprising the staff of the changing demands of the job market to facilitate necessary program adjustment.

CERTIFICATE AWARDING CEREMONY

A. Purpose:

1. To recognize students who have overcome serious language and

cultural barriers to successful training experiences in the U.S.;

2. As a continuing source of motivation during the semester, since at the beginning of the semester students can be informed of the criteria for receiving a certificate. Project students are told that only those with "C" or above in each course are awarded a certificate;

3. As an opportunity to encourage students to re-affirm their employment and academic goals;

4. As a means of promoting the Project by inviting prospective students, advisory council members, employers, and campus and community media staff;

5. As a means of recognizing not only students, but all personnel who have participated in the Project (All Truman administrators, faculty, and staff involved in the Project are invited.); and

6. As an opportunity to share students' achievement with family and friends.

B. Procedures:

1. Acknowledgement, by Project director, of students and all personnel concerned with the Project;

2. Address by Truman administrator, usually the College President, followed by his/her presentation of certificates;

3. Entertainment representing the students' cultures; ethnic dress encouraged; and

4. Refreshments, including ethnic foods.

Commentary:

A. Project students, often accustomed to receiving certificates for academic achievement in their native countries, attached considerable significance to Project certificates and eagerly awaited the awards ceremony.

B. Some students reported that prospective employers view certificates as ready evidence of training.

C. Community newspapers feature photos and articles on the ceremony.

D. As of the 1980 spring semester, the awards ceremony has been expanded to include all candidates who completed a training program in any of several funded projects at Truman.

FOLLOW-UP

A. Formal - undertaken by CETA vocational counselors in 1979. Procedures include:

1. A letter to each student requesting information on their current academic pursuits and employment status, and asking whether they need additional services which the Project could provide. A return card was enclosed.

2. An effort to reach by phone those who did not respond to the letter. Those who could not be contacted by phone were sent a reminder post card.

3. Appointments with the CETA vocational counselors for advising and job development of those who did respond.

B. Informal

1. A few Project students who are either enrolled beyond the first term at Truman or employed in their area of vocational training are

invited to Project orientation programs to discuss their experiences in Project Mainstream.

2. Employed students sometimes phone staff assistants or stop in to see them. Staff are in contact with some employed students to identify job openings (see pp. 32-33).

Commentary:

Few students responded to mailings. The staff identified two major reasons for the small response to the 1979 follow-up:

A. A significant number of students moved and left no forwarding address. Some Latino students returned to their native countries.

B. People in the general population seldom respond to surveys sent to them by mail. It is even more difficult for the limited English speaker to do so.

A more comprehensive follow-up of continuing students could be carried out by examining the students' records, a procedure now facilitated by the installation of a computerized record-keeping system. The addition of a part-time job developer will facilitate contact with students who find employment.

(See Appendix I, Flowchart of Student Services.)

PROGRAM MANAGEMENT

STAFFING

The following section charts the job titles, hiring requirements, and duties of each staff member in Project Mainstream.

A. PROJECT DIRECTOR

Hiring Requirements	Responsibilities
M.A. degree; experience related to the education of limited English speaking students; competency in managerial and supervisory skills; effective public speaking and excellent writing skills; knowledge of vocational education preferred; bilingual/bicultural preferred.	1. Coordinate and supervise all aspects of Project Mainstream. 2. Develop effective relationships with appropriate Truman faculty and staff. 3. Maintain cohesiveness of vocational training, recruiting, advising, materials development, community outreach, job placement and supplementary English components of the Project.

B. BILINGUAL STAFF ASSISTANTS (4)

Hiring Requirements	Responsibilities
B.A. degree; experience related to the education of limited English speakers; ability to assist in teaching in one or two of the three vocational areas; effective human relations skills; bilingual/bicultural.	1. Recruit students. 2. Teach bilingual classes which supplement the vocational courses. 3. Aid students with advising, placement testing, registration, referral for special problems.

Responsibilities (Continued)

4. Develop bilingual instructional aids: written and audio visual.

Commentary:

A. Because of the comprehensive nature of the staff assistant's position, it is difficult to identify candidates with experience in all aspects of their role. Though it is essential that candidates demonstrate expertise in the vocational area, in-services can sharpen other skills, e.g., advising, recruiting, and materials development. Candidates may have had community experience informally calling on various skills needed, as was true of Project Mainstream bilingual assistants.

B. The staff should be truly bilingual. In a transitional bilingual project, though students rely on their native language heavily at the start of the semester, staff assistants should foster greater reliance on English as the semester progresses. Project staff also interact with agency staff.

C. JOB DEVELOPER (1 part-time)

Hiring Requirements

B.A. degree; experience with LEP persons; experience in vocational advising and job placement and development; familiarity with U.S. job market experience in cooperative education; bilingual/bicultural preferred.

Responsibilities

1. Identify and develop liaison with firms willing to hire limited English speakers.
2. Work closely with placement services and cooperative education at Truman College.

3. Help students locate and retain positions which suit skills and needs.
4. Organize seminars on job-finding skills and market information.
5. Maintain records on services provided.

Commentary:

In the 1980 proposal, a job-developer position was requested and funded for half-time. Until that time, the bilingual staff assistants carried on job development. The Project job developer works alternating weeks with Project Mainstream and the Institute for Native American Development at Truman. Though a bilingual job developer is desirable, the concept becomes impractical if the project serves more than one target language. Close collaboration between staff assistants and the job developer can minimize communication difficulties between the student and the job developer.

D. VESL INSTRUCTORS (part-time)

Hiring Requirements

M.A. in ESL or TESOL preferred; experience in teaching LEP persons; experience in curriculum development; effective human relation skills.

Responsibilities

1. Reinforce key terms and concepts taught in particular vocational course.
2. Teach job-finding skills in the student's vocational area.
3. Instruct students in progressively complex grammatical structures, using material in the vocational area.
4. Foster development of English conversational skill, especially related to procuring and maintaining a job.

Commentary:

If another person could have joined the staff, it should have been a VESL coordinator. A request for this position was presented in the 1980-1 proposal to DAVTE. From that proposal is taken the following list of VESL coordiantor's key tasks:

A. Identifying the special English language needs of persons whose native language is Korean or Spanish;

B. Exploring and developing techniques facilitating English language-acquisition by the two language groups being served;

C. Identifying existing and developing new supplemental vocational English instructional materials and career materials, both audio-visual and printed, for use in the VESL sessions;

D. Writing or revising ESL written and oral placement and achievement tests; administering them; interpreting results and making recommendations;

E. Constructing a follow-up system to determine student progress in the language component of the Project and designing a method of communicating results to the Project coordinator, staff assistants, and students; and

F. Developing a VESL instruction evaluation system which includes regular observation based on specified criteria, measured results obtained in the VESL sessions, and student evaluation of the VESL instruction.

Department of Adult, Vocational and Technical Education, however, was unable to fund the position. The current staff has been unable to take on most of the tasks listed above because of their other responsibilities.

E. SECRETARY

Hiring Requirements

Secretarial experience, especially good typing; ability to relate well to staff and students (to aid in directing students to proper personnel); record keeping facility and skill in handling large amounts of material; bilingual/bicultural preferred.

Responsibilities

1. Typing and reception responsibilities in main office of Project.
2. Liaison responsibilities between Project director and staff members.
3. Liaison responsibilities between incoming Project students and staff assistants.
4. Aid with Project presentations, meetings and parties.

Commentary:

For projects serving more than one linguistic group, the secretary's English fluency should be adequate for clear communication with students whose native language is different from the secretary's. Potential candidates may be lost in a phone conversation because of lack of mutual understanding.

STAFF RECRUITMENT

A job description listing the hiring requirements and the responsibilities of the position is prepared and distributed as follows:

A. For bilingual staff

1. To universities, for posting on their bulletin boards;

2. To radio commentators advertising job openings to the community;

3. To newspapers in the Korean and Hispanic communities (The Project also develops a brief ad following the newspaper's size and cost specifications); and

4. To job placement agencies in the Korean and Hispanic communities.

B. For VESL staff

1. To chairpersons of TESOL and ESL departments in universities; and

2. To newspapers offering free advertising.

Commentary:

A. Personal contacts through staff members are also employed in recruitment; and

B. The most effective recruitment resource for bilingual staff is the newspaper; for VESL staff, TESL and TEFL departments in universities.

COORDINATION (See Appendix J, Organizational and Job Responsibility Flow Chart.)

A. Interaction with Truman's administration

The Project director meets with the President of Truman; the Dean of Career Programs to whom the director is immediately responsible; the Assistant Dean of Research, Project Funding and Evaluation; and the Dean of Adult Education. Frequent exchanges with the agency's administration provide:

1. A means for the Project Director's to apprise the administration of needs, difficulties, and positive outcomes in the Project, as well as for enlisting the administration's support and skill to facilitate achievement of Project goals;

2. Avenues for relating to various departments and programs within Truman;

3. Resources helpful in promoting Project effectiveness, such as contacts for prospective advisory council members;

4. Information on new vocational programs under consideration for establishment at Truman, as well as other information on school policy and programs about which the Project should be apprised; and

5. Additional resources for Project funding.

B. Vocational Faculty

1. Meetings: Two meetings with the vocational faculty involved in the Project are formally scheduled each semester. Additional meetings are held as needed.

2. Materials preparation: For bilingual assistants and VESL teachers, vocational faculty identify key terms students must know to succeed in the vocational course. Terms and concepts are then incorporated by Project staff into bilingual and VESL classes and materials. Usually a copy of the text's glossary is given to the vocational instructor, who is asked to check the terms the instructor considers important.

C. Counseling Staff

1. Counselors: When a Latino counselor and an Asian counselor joined Truman's staff, arrangements were made for the Project's continuing (second semester) students to meet with these counselors, in addition to Project staff, to plan second term schedules. This approach was part of "mainstreaming" students into the regular college curriculum.

2. Counselor aides: As cited earlier, counselor aides assisted with the registration of new Project students.

D. Placement Services at Truman

The bilingual staff assistants, CETA vocational counselors and subsequently the half-time Project job developer have been in contact with the campus placement office to coordinate the following services:

1. Job counseling of Project students;

2. Job listings;

3. Provision of materials and workshops on job-finding skills; and

4. Information on market trends.

E. Cooperative Education Program

Project staff initiated discussions to explore the possibility of involving Project students in the Cooperative Education Program, which provides work-experience in the area students are receiving training. But since twelve credit hours in the vocational area and considerable English proficiency are required for participation, Project involvement was not feasible.

F. Advisory Council

1. Membership: twenty-five representatives from business, community agencies and educational institutions, plus ex-officio members from Truman's administration and the Project staff.

2. Meetings

a) Quarterly, one and a half hour morning meetings

b) Two-three one hour subcommittee meetings per year

3. Functions:

a) To identify and serve as liaison with industries that can place Project students on jobs;

b) To explore the feasibility of establishing on-the-job training to supplement coursework offered through the Project;

c) To furnish labor demand data to evaluate the marketability of present vocational training programs;

d) To propose new vocational training areas in light of projected market needs;

e) To define the interpersonal, job-seeking, and vocational skills Project students need to find and maintain employment;

f) To help assess the needs and occupational interests of the communities currently served;

g) To propose innovations in the structure and content of the Project to maintain program effectiveness;

h) To assist in recruiting prospective Project students;

i) To act as resource persons for seminars and workshops;

j) To assist in planning field trips for students to industries related to the students' areas of vocational training; and

k) To recommend ways to incorporate the Project into the regular college structure.

Commentary:

Among the most significant outcomes of the advisory council's work have

been the placement of students in jobs, in on-the-job training programs, in providing market information, in providing workshops for Project students on job-finding skills, and in making recommendations for program improvement.

Additional Community Agencies

A. Referral services: Project staff developed a handbook listing community agencies to which students are referred for various services which Project staff cannot provide.

B. Community meetings: Project staff hold membership in various community groups to keep apprised of services available and to make the Project's services known to the community.

STAFF DEVELOPMENT

Workshops have been held at two levels:

A. For Project staff:

1. On resources available at Truman and in the community; and

2. On topics related to the philosophy of bilingual education, effective vocational training and advising, job placement, oral and written English proficiency testing, and bilingual and ESL materials development.

Commentary:

The most successful workshops have included staff participation, e.g., judging student achievement in a mock administration of English oral proficiency tests, and completing a vocational interest survey as part of an in-service on vocational advising.

B. For Truman faculty and staff:

1. On adapting methods and materials to needs of limited English speakers; and

2. On heightening awareness of the impact of cultural factors in teaching and learning.

Commentary:

Attendance at school-wide workshops has been low. Perhaps faculty and staff should participate in planning workshops, expressing their needs and concerns as they work with LEP persons. This approach was discussed but never implemented.

RECORD-KEEPING

A. Purposes:

1. for knowledge of each component within the Project at any given time;

2. for planning and evaluation; and

3. for reports for funding agency.

B. Types of information collected:

1. Data which can be used to determine Project success, (e.g., number of students recruited and registered, number who successfully completed the Project, academic and employment options chosen by students after each semester, final grades);

2. Information on significant events, accomplishments, and changes in the Project;

3. Data from which a profile of the student population can be drawn, (e.g., number of students from particular countries, length of residency in the United States, level of formal education

attained before enrolling in the Project, and degree of English training previous to participation in the Project). All of this information can be requested on the Project application form and then collated;

4. Breakdown of long-range tasks, such as bilingual materials development, into smaller, more manageable segments;

5. Monthly service reports, quantifying the services rendered by staff, (e.g., number of referrals and to which agencies, and number of advising sessions held); and

6. Data for student folders, (e.g., completed Project application forms, counseling forms, entrance and exit test results).

Commentary:

Forms were designed for recording the various types of information collected. Use of the forms facilitated record-keeping and indicated to the staff precisely what data was needed.

BUDGET MANAGEMENT

A. Major budget areas other than fixed expenses, such as staff salaries:

1. Consultants for in-services and program development

2. Duplication costs—

a) Need for extensive materials, such as posters and fliers, to introduce a new project to the community and to carry on subsequent recruitment; and

b) Duplication of VESL and bilingual materials for students, a particular expense because of the paucity of materials available.

Commentary:

If changes in needs occur, some extra funds may be found in a particular line-item. A request might be made for a budget change to reallocate extra funds to a line item where a need exists. For example, additional funds were needed for consultants in program development, in light of changing market demands. Additional funds were also needed for duplication expenses. A request was submitted to Department of Adult, Vocational and Technical Education by the Project director to shift money from some temporarily unfilled staff positions, resulting in a small surplus, to the consultant and supplies line items.

B. Means employed by the Project to offer additional services without additional funds:

1. CETA: Provided full-time employees who performed a variety of services, but especially job placement, for Project students;

2. Work-study: provided part-time assistance to the Project, largely clerical, but also helped with recruitment and registration; and

3. Coordination of Project services with those provided for Truman's traditional students. Project staff employed the services of Truman's Counseling Center and Placement Service as part of the long-term goal of increasingly engaging Truman staff in the service of LEP students.

APPENDIX A

Academic Components

APPENDIX A

PROJECT OFFERINGS AND PREREQUISITES FOR VOCATIONAL TRAINING

	Summer, Fall 1978	Spring 1979, Fall 1979, Spring 1980	Fall 1980 and Spring 1981
Prerequisites	KEYPUNCH Ilyin English Proficiency Written Exam: 15 pts. min. of 50 poss. Perlman Oral Exam: level 2 minimum of 4 levels. Under 15 on written & 2 on oral: referral to pre-collegiate English classes.	KEYPUNCH Truman Eng. Proficiency Written Exam: 17 pts. min. of 50 poss. Perlman Oral: level 2 of 4 poss. lvls. If lower, referral to pre-collegiate Eng. classes. Must type 25 wpm or referral to non-credit typing classes.	DATA ENTRY Truman Eng. Prof. Writ.: 14 pts. of 50 poss. Perlman Oral: level 2 of 4. If lower, referral to pre-collegiate Eng. classes. 47-50 on writ. & 4- oral: referral to reg. coll. prgm. Must type 25 wpm or n/c typ. cl.
Course Offerings	1 Semester only -Data Processing 105 (Keypunch). -Bilingual Assistance class. -Individual Biling. Tutoring. -VESL (summer '78). -VESL/3 hrs. ESL (fall '78).	1 Semester only -Data Processing 105. -Bilingual Asst. class. -Indiv. Biling. Tutor. -PLATO -VESL/3 hrs. ESL.	1st Semester -Data Processing 105. -Terminal Data Entry (PLATO) -Adult Ed. basic data processing. -Biling. Asst. class. -Indiv. Biling. Tutor. -VESL/9 hrs. ESL. 2nd Semester -Data Processing 101 (intro. data processing). -Biling. Asst. Indiv. Biling. Tutor. and 9 hrs. ESL.
Prerequisites	DRAFTING Ilyin Eng. Prof. Written Exam: 25 pts. min of 50 poss. Perlman Oral Test: level 2 of poss. 4. Under 25 written & 2 oral: referral to pre-collegiate English classes.	DRAFTING Truman Eng. Prof. Written Exam: 24 pts. of 50 poss. Perlman Oral: lvl. 2 min. of poss. 4. If below, referral to pre-collegiate classes. 47-50 writ. & 4-oral: referral to reg. coll. prgm.	DRAFTING Truman Eng. Prof. Writ.: 24 pts. of poss. 50. " Perlman Oral: level 2 of 4. If below, referral to pre-collegiate Eng. classes. 47-50 writ. & 4-oral: referral to reg. college prgm.
Course Offerings	1 Semester only -Engineering 110 (intro. to drafting). -Biling. Asst. class. -Individual Biling. Tutoring. -VESL (summer '78) -VESL/3 hrs. ESL (fall '78)	1 Semester only -Engineering 110. -Biling. Assist. class. -Indiv. Biling. Tutor. -VESL/3 hrs. ESL.	1st Semester -Engineering 110. -Adult Ed. blueprint reading. -Bilingual Asst. class. -Indiv. Biling. Tutor. -VESL/3 hrs. ESL. 2nd Semester -Engr. 131 (Engr. graphics and intro. to design) -Biling. Asst. class. -Indiv. Biling Tutor. -9 hrs. ESL. No VESL req.

APPENDIX A (CONT'D.)

PROJECT OFFERINGS AND PREREQUISITES FOR VOCATIONAL TRAINING

	Fall 1978	Spring 1979, Fall 1979, Spring 1980	Fall 1980 and Spring 1981
Prerequisites		**TYPING** Offered Fall '79 and Spring 80 only. Truman Writ.: 14 pts. of 50 poss. Perlman Oral: level 2 min. of 4 poss.	
Course Offerings		-Business 117 (typing). -Biling. Asst. class. -Indiv. Biling. Tutoring. -PLATO. -VESL/3 hrs ESL.	
Prerequisites		**INTRODUCTORY ACCOUNTING** Truman Eng. Prof. Writ.: 24 pts. min. of 50 poss. Perlman Oral: level 2 of 4. Under 24 written and 2 oral: referral to pre-collegiate Eng. class. 47-50 written and 4-oral: referral to reg. college prgm.	**INTRODUCTORY ACCOUNTING** Truman Eng. Prof. Writ.: 24 pts. min. of 50 poss. Perlman Oral: level 2 of 4. If below, referral to pre-collegiate Eng. classes. 47-50 written and 4-oral: referral to reg. college prgm.
Course Offerings		**1 Semester only** -Business 100 (bookkeeping). -Adult Ed. course in 10-key adding machine and electronic calculators. -Bilingual Asst. class. -Indiv. Biling. Tutor. -PLATO. -VESL/3 hrs ESL.	**1st Semester** -Business 100. -Adult Ed. course in 10-key adding machine and electronic calculators. -PLATO lessons in typing. -PLATO computer-augmented accounting (tentative) -Bilingual Asst. class. -VESL/9 hrs. ESL. **2nd Semester** -Business 101 (Fundamental Accounting). -Adult Ed. basic data processing. -PLATO computer-augmented accounting (tentative) -Bilingual Asst. class. -Individual Biling. Tutor. -9 hrs. ESL. No VESL req.

APPENDIX B

Grade Comparison: Project and Non-Project Students

APPENDIX B

GRADE COMPARISON

% of A & B Grades Earned by Project Students Compared with % Earned by Non-Project Students Enrolled in Same Vocational Course

	Drafting		Intro. Accounting		Keypunch		Typing	
	Proj.	Non-Proj.	Proj.	Non-Proj.	Proj.	Non-Proj.	Proj.	Non-Proj.
Summer '78	62.6%	33.2%			26.9%	0.0%		
Fall '79	60.0%	46.6%			80.0%	11.1%		
Spring '79	49.9%	44.5%			87.5%	30.6%		
Fall '79	45.0%	22.2%	59.1%	23.1%	48.0%	39.3%	50.0%	12.9%

APPENDIX C

Comparison of Goals and Results

APPENDIX C
COMPARISON OF GOALS AND RESULTS OVER A FOUR SEMESTER PERIOD

Goal - For 1978 summer and fall semesters and 1979 spring semester, recruitment of 40 limited English speakers whose native language is Korean or Spanish; for 1979 fall semester, 80 limited English speakers

Results:

Summer '78	105%
Fall '78	100%
Spring '79	140%
Fall '79	91%

Goal - 70% successful completion of vocational training with minimum grade of C

Results:

	Drafting	Intro. Accounting	Keypunch	Typing
Summer '78	75.0%		50.0%	
Fall '78	60.0%		84.0%	
Spring '79	62.4%		87.5%	
Fall '79	55.0%	81.8%	65.9%	62.5%

Goal - 70% completion of VESL training with satisfactory grade (Grades given were satisfactory or unsatisfactory)

Results:

	Drafting	Intro. Accounting	Keypunch	Typing
Summer '78	81.3%		84.6%	
Fall '78	66.7%		52.0%	
Spring '79	62.5%		75.0%	
Fall '79	40.0%	68,2%	70.7%	75.0%

Goal - Employment of re-enrollment at Truman of 65% of Project Students

Results based on % of total Project students:

	Drafting	Intro. Accounting	Keypunch	Typing
Summer '78	50.0%		53.8%	
Fall '78	40.0%		80.0%	
Spring '79	54.2%		69.8%	
Fall '79	55.0%	63.6%	90.2%	62.5%

APPENDIX D

Bilingual Materials Developed by Project Mainstream

APPENDIX D

BILINGUAL MATERIALS DEVELOPED BY PROJECT MAINSTREAM

SKILL AREA/ PROJECT COMPONENT	TARGET LANGUAGE GROUP	NATURE OF MATERIALS DEVELOPED
Accounting (1st course)	Korean, Spanish	Teacher's manual for bilingual staff assistant
Accounting (1st course)	Korean, Spanish	Student's manual
Accounting (2nd course)	Spanish	Student's manual
Data Entry	Spanish	Keypunch lessons programmed into CRT system; in progress (completely bilingual; therefore usable by any LEP students or native English speakers)
Data Processing	Korean, Spanish	Student's manual
Drafting (1st course)	Korean, Spanish	Teacher's manual for bilingual staff assistant
Drafting (1st course)	Korean, Spanish	Student's manual
Drafting (1st course)	Korean, Spanish	Student's manual
Drafting (2nd course)	Korean	Student's manual
Keypunch	Korean, Spanish	Slides, transparencies with cassettes for presentations by bilingual staff assistant and individual student use
Typing	Korean, Spanish	Teacher's manual and student manual; in progress

APPENDIX E

VESL Materials Developed by Project Mainstream

APPENDIX E

VESL MATERIALS DEVELOPED BY PROJECT MAINSTREAM

SKILL AREA/ PROJECT COMPONENT	TARGET LANGUAGE GROUP	NATURE OF MATERIALS DEVELOPED
VESL for Accounting (1st. course)	Limited English Speakers	Teacher's manual
VESL for Accounting (1st. course)	Limited English Speakers	Student's manual
VESL (Vocational English as a Second Language) for Data Processing	Limited English Speakers	Teacher's manual
VESL for Data Processing	Limited English Speakers	Student's manual
VESL for Drafting (1st. course)	Limited English Speakers	Teacher's manual
VESL for Drafting (1st. course)	Limited English Speakers	Student's manual
VESL for Keypunch	Limited English Speakers	Teacher's manual
VESL for Keypunch	Limited English Speakers	Student's manual

APPENDIX F

Student Schedules

APPENDIX F

Truman Bilingual Vocational Center · Project Mainstream

SECTION 3 부루만대학기술교육원

Centro Vocacional Bilingue del Truman · Proyecto Mainstream

KOREAN-SPEAKING DATA ENTRY STUDENTS

TIME	MONDAY	TIME	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00-8:50	A	8:00-9:15	D.P. (105) B Rm. L831	A	B D.P. (105) Rm. L831	A	
9:00-9:50	C Bilingual Lab Rm. 2150			C Typing Lab Rm. L887		C D.P. (101) Rm. 2150	SAA 9:00-12:40
10:00-10:50	E Writing (091) Rm. 2118	9:25-10:40	D	E Writing (091) Rm. 2118	D	E Writing (091) Rm. 2118	
11:00-11:50	G Reading (015) Rm. 2118	11:00-12:00	F PLATO Rm. L569	G Reading (015) Rm. 2118	F Keypunch Lab Rm. L831	G Reading (015) Rm. 2953	
12:00-1:15	H Speech (100) Rm. 2953	12:10-1:10	K Keypunch Lab Rm. L831	H Speech (100) Rm. 2953	K	ACTIVITY PERIOD 12:00-1:30	
1:25-2:40	J	1:40-2:55	L	J	ACTIVITY PERIOD 1:40-2:55	L	
2:50-4:05	M	3:00-4:15	N	M	N	X 3:00-5:40	
4:15-5:30	Q	4:20-5:35	P	Q	P		
5:40-6:55	R		S	R	S	Z 6:00-8:40	
7:05-8:20	T		U	T	U		

SPANISH-SPEAKING DATA ENTRY STUDENTS

SECTION B

TIME	MONDAY	TIME	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A 8:00 1:30	A	B 8:00 9:15	B KEYPUNCH ROOM L831	A	B KEYPUNCH ROOM L831	A
C 9:00 3:30	C DATA PROCESSING BILINGUAL LAB ROOM L981	D 9:25 10:50	D	C TYPING ROOM L981	D	C DATA PROCESSING (ADULT ED.) ROOM 2150
E 10:30 12:50	E WRITING ROOM 2118	F 11:00 12:00	F BILINGUAL KEYPUNCH LAB ROOM L831	E WRITING ROOM 2118	F PLATO ROOM L589	E WRITING Room 2118
G 12:00 12:50	G READING ROOM 2118	K 12:00 1:00	K	G READING ROOM 2118	K BILINGUAL KEYPUNCH LAB ROOM L831	G READING Room 2118
F 12:00 1:15	H SPEECH ROOM 2253			H SPEECH ROOM 2253		

APPENDIX F (CONT'D.)

APPENDIX F

ACCOUNTING STUDENTS

TIME	MONDAY	TIME	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:50	A BUSINESS 100 ROOM L/949	8:00-9:15	B SPEECH 100 RROM 2915	A BUSINESS 100 ROOM L/949	B SPEECH 100 ROOM 2915	A BUSINESS 100 ROOM L/949
9:00-9:50	C BILINGUAL LAB ROOM L/965	9:25-10:40	D WRITING 091 ROOM 2225	C BILINGUAL LAB ROOM L/965	D WRITING 091 ROOM 2225	C BILINGUAL LAB ROOM L/965
10:00-10:50	E PLATO ROOM L/567			E		E VESL 10:00-11:40 ROOM L/981 (WKS. 1-8) TYPING (WKS. 9-16 ROOM L/947
11:00-11:50	G	10:50-12:05	F READING 015 ROOM 2225	G	F READING 015 ROOM 2225	
12:00-1:15	H	12:15-1:30	K	H	K	ACTIVITY PERIOD 12:00-1:30
1:25-2:40	J	1:40-2:55	L	J	ACTIVITY PERIOD 1:40-2:55	L
2:50-4:05	M	3:00-4:15	N	M	N	K 3:00-5:40
4:15-5:30	Q	4:20-5:35	P	Q	P	
5:00 6:55	R VESL ROOM 3842	5:40 6:55	S ENGINEERING 110 ROOM 3233	BLUEPRINT R 5:00 6:45 READING ROOM 3909	S ENGINEERING 110 ROOM 3233	T
7:05 8:20	T SPEECH 110 ROOM 3152		U BILINGUAL LAB. ROOM 3909	T SPEECH 110 ROOM 3152	U BILINGUAL LAB. ROOM 3909	
	V		W DRAFTING STUDENTS	V	W	

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APPENDIX G

Recruitment Brochure

TRUMAN BILINGUAL VOCATIONAL CENTER/PROJECT MAINSTREAM
(Serving Korean and Spanish-Speaking Persons)

COURSES TO BE OFFERED FOR SPRING/1982

ACCOUNTING (DAYS)
DATA ENTRY, INCLUDING KEYPUNCH (DAYS)
DRAFTING, INCLUDING BLUEPRINT READING (EVENINGS)

CLASSES BEGIN JANUARY 19, And End May 16, 1982

EACH PROGRAM PROVIDES TWO SEMESTERS OF:

1. BILINGUAL TUTORING AND ADVISING
2. BILINGUAL STUDY GUIDES
3. INTENSIVE ENGLISH
4. JOB COUNSELING & PLACEMENT SERVICES
5. COLLEGE ACCREDITED COURSES
6. COURSES APPLYING TO A TRUMAN CERTIFICATE PROGRAM
7. A DIPLOMA IS GIVEN FOLLOWING A SUCCESSFUL COMPLETION OF EACH OF THE TWO SEMESTERS

COST OF THE COURSES OFFERED:

ACCOUNTING AND DATA ENTRY - $204.00 (1st. Term)
DRAFTING - $111.00 APPROX. (1st. TERM)

REGISTRATION IN OCTOBER HELPFUL FOR FINANCIAL AID

INTERESTED? COME OR CALL

TRUMAN BILINGUAL VOCATIONAL CENTER/
PROJECT MAINSTREAM
TRUMAN COLLEGE
1145 W. WILSON AVE.
ROOM 2229
CHICAGO, IL. 60640
878-1700, EXT. 2177

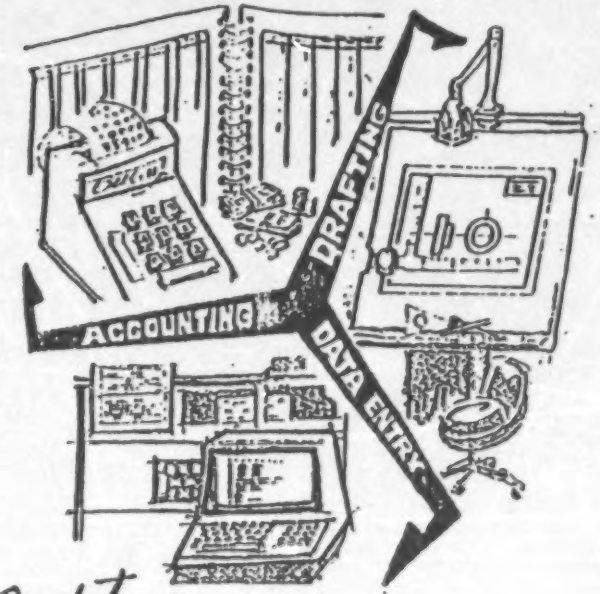
*SOME TYPING SKILLS ARE REQUIRED FOR THE DATA ENTRY COURSE.

FUNDED BY:
ILLINOIS STATE BOARD OF EDUCATION

REGISTER NOW FOR THE SPRING SEMESTER

TRUMAN BILINGUAL VOCATIONAL CENTER

Project Mainstream



Registrese
ahora
Primavera
1982.
봄학기 강좌

CALL:
878-1700 Ext. 2177
Room 2229

Truman College
One of the City Colleges of Chicago
1145 W. Wilson Ave. Chicago, Illinois 60640

APPENDIX G

BEST COPY AVAILABLE

CENTRO VOCACIONAL BILINGUE DEL TRUMAN/PROJECTO MAINSTREAM
(Sirviendo a la Comunidad Hispana y Koreana)

OFRECE PARA EL SEMESTRE DE PRIMAVERA DEL 1982
(Las Clases Empiezan en Enero 19 y Terminan Mayo 16)

NOCIONES DE CONTABILIDAD (MAÑANAS)
PROCESAMIENTO DE DATOS (OPERADOR) INCLUYE PERFORACION DE TARJETAS (MAÑANA Y TARDES)
DELINEANTE TECNICO
(CLASES NOCTURNAS)

CADA PROGRAMA OFRECE DOS SEMESTRES DE:

1. ASESORIA Y CONSEJERIA BILINGUE
2. MATERIALES DE ESTUDIO BILINGUE
3. INGLES INTENSIVO
4. CONSEJERIA Y COLOCACIONES EN EMPLEOS
5. CURSOS ACREDITADOS POR EL COLEGIO
6. CURSOS APLICABLE HACIA EL CERTIFICADO REGULAR DEL COLEGIO
7. UN DIPLOMA DEL PROYECTO AL FIN DE CADA SEMESTRE HABIENDOLO COMPLETADO CON EXITO

COSTO APROXIMADO
CONTABILIDAD Y PROCESAMIENTO DE DATOS:
$200.00 POR EL PRIMER SEMESTRE
DELINEANTE TECNICO:
$111.00 POR EL PRIMER SEMESTRE

REGISTRACION POR MEDIO DE AYUDA FINANCIERA ES MEJOR HACERLA EN EL MES DE OCTUBRE**

INTERESADO?
LLAME O VENGA A:

CENTRO VOCACIONAL BILINGUE DEL TRUMAN/
PROYECTO MAINSTREAM
OFICINA #2229
1145 W. Wilson Ave.
Chicago, Il. 60640
878-1700, Ext. 2177

ALGUNOS CONOCIMIENTO DE MECANOGRAFIA SON REQUERIDOS PARA EL CURSO DE PROCESAMIENTO DE DATOS.**

** PREPARESE PARA UN FUTUPO MEJOR, APRENDA UNA HABILIDAD, ESTUDIE AHORA!

트루만대학 기술교육원
1982년도 봄학기안내

트루만 대학내에 설치된 본기술교육원은 영어이해의 보조가 필요한 분인과 불이한 입에게 2중언어 교수방법으로 지도하여 단기간내에 전문직업인이 되도록 안내하는 특별다정이며 82년도 봄학기를 아래와 같이 안내합니다.

교육기간: 1월 19일 ~ 5월 16일			
과 목	시간	학기별	비 고
경리과·Accounting	야간	$200	계산기준비를 권함
컴퓨터입문·Data Entry (키펀치작업포함)	야간	$200	초급타자실력 필수
제도과·Drafting	저녁	$100	영어문맹인을 권함

본 교육원에서는

- 이중언어(한국말과 영어)로 개인지도와 학습지도를 합니다.
- 무료로 영어로 된 학과자료를 드립니다.
- 직업에 필요한 실제영어를 속성으로 가르칩니다.
- 직업상담과 알선을 합니다.
- 대학의 정규학점을 드리고 성적사정과 학점을 계속하게 합니다.
- 본과정의 소정수료증을 드립니다.
- 학비기타 필요비용의 보조를 신청할수 있습니다.

§ 키펀치작업은 초급타자실력 필수입니다.

§ 자세한 안내는 아래 사무실로 문의하십시요.

문의처: Truman Bilingual Vocational Center 2229호실
전화 878-1700 ex. 2177, 2115, 2129, 2174
TRUMAN COLLEGE: 1145 W. WILSON, CHICAGO, IL 60640

APPENDIX G (CONT'D)

APPENDIX H

Profile of Project Mainstream Students

APPENDIX H

STUDENT PROFILE OF PROJECT MAINSTREAM OVER A THREE SEMESTER PERIOD: FALL, 1978; SPRING, 1979; FALL, 1979

		KOREAN-SPEAKING	SPANISH-SPEAKING
Total Served:		82=100%	97=100%
Country of Origin:	Korea	100%	
	Mexico		40.2%
	Puerto Rico		16.5%
	Equador		12.4%
	Colombia		12.4%
	Guatemala		7.2%
	Peru		3.1%
	U.S.A.		3.1%
	Honduras		2.1%
	Brazil		1.0%
	Cuba		1.0%
	Venezuela		1.0%
Age:	Teens	1.2%	15.4%
	20's	53.6%	50.5%
	30's	32.9%	25.8%
	40's	7.3%	8.2%
	50's	4.9%	-

Country Where Educated:	KOREAN-SPEAKING	SPANISH-SPEAKING
1. Outside U.S.A.	100%	95.8%
2. In U.S.A.	-	4.1%
Total	100%	99.9%

English Training in the U.S.A.:	KOREAN-SPEAKING	SPANISH-SPEAKING
1. Received Training	31.7%	69.0%
2. Did not receive training	62.2%	22.7%
3. No response	6.1%	8.2%
	100.0%	99.9%

APPENDIX (CONT'D.)

PROFILE OF PROJECT MAINSTREAM STUDENTS OVER A THREE SEMESTER PERIOD
FALL, 1978; SPRING, 1979; FALL 1979

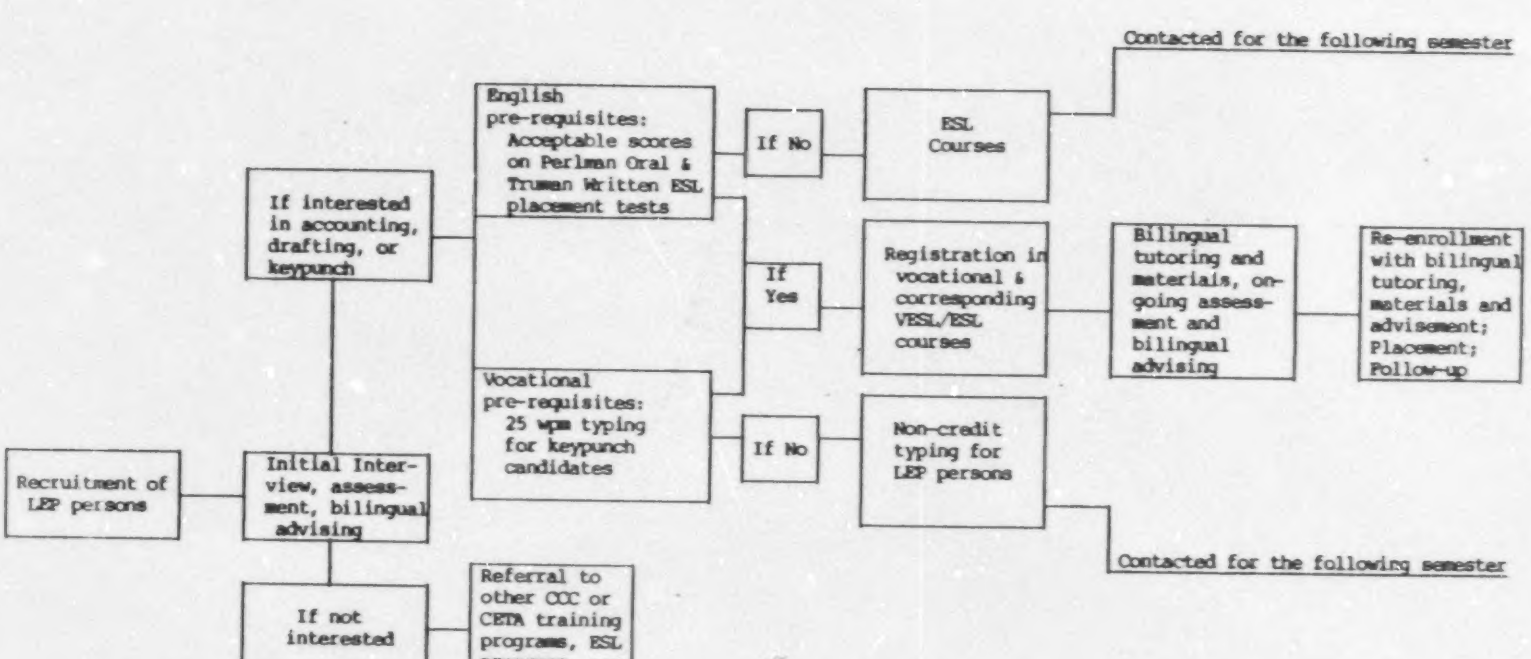
Highest Level of Education	KOREAN-SPEAKING	SPANISH-SPEAKING
1. Graduate Work	2.4%	--
2. B.A. Degree	36.6%	1.0%
3. A.A. or A.A.S. Certificate or Certified Training Program	6.1%	1.0%
4. Some College	12.2%	30.9%
5. H.S. Diploma	40.2%	9.3%
6. G.E.D.	--	20.6%
7. Some High School	--	25.8%
8. Elementary School	--	7.2%
9. No Response	2.4%	4.1%
	99.9%	99.9%

APPENDIX I

Flow Chart of Student Services

APPENDIX I

FLOWCHART OF STUDENT SERVICES


Recruitment of LEP persons
Initial Interview, assessment, bilingual advising
If interested in accounting, drafting, or keypunch
If not interested
Referral to other CCC or CETA training programs, ESL programs, community employment agencies
English pre-requisites: Acceptable scores on Perlman Oral & Truman Written ESL placement tests
Vocational pre-requisites: 25 wpm typing for keypunch candidates
If No
If Yes
If No
ESL Courses
Registration in vocational & corresponding VESL/ESL courses
Non-credit typing for LEP persons
Bilingual tutoring and materials, on-going assessment and bilingual advising
Re-enrollment with bilingual tutoring, materials and advisement; Placement; Follow-up
Contacted for the following semester
Contacted for the following semester

APPENDIX J

Organizational and Job Responsibility Flow Chart

APPENDIX J

ORGANIZATIONAL AND JOB RESPONSIBILITY FLOW CHART